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ABSTRACT

This eleventh in a series of eleven learning modules on program planning, development, and evaluation is designed to assist secondary and postsecondary vocational teachers in planning and conducting locally directed and product-oriented program evaluation. Introductory sections relate the competencies dealt with here to others in the program and list both the enabling objectives for the four learning experiences and the resources required. Materials in the learning experiences include required readings (e.g., the nature of program evaluation, program evaluation model, developing a local program evaluation plan, preparing a final report), self-check quizzes, model answers, checklists, a case situation, and the teacher performance assessment form for use in evaluation of the terminal objective. (The modules on program planning, development, and evaluation are part of a larger series of 100 field-tested performance-based teacher education (PBTE) self-contained learning packages for use in preservice or inservice training of teachers in all occupational areas. Materials are designed for use by teachers, either on an individual or group basis, working under the direction of one or more resource persons/instructors.) (SH)

ED149175

MODULE

A-11

Evaluate Your Vocational Program

MODULE A-11 OF CATEGORY A—PROGRAM PLANNING, DEVELOPMENT, AND EVALUATION PROFESSIONAL TEACHER EDUCATION MODULE SERIES

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 014 591

FOREWORD

This module is one of a series of 100 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and post-secondary levels of instruction. The modules are suitable for the preparation of teachers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion referenced assessment of the teacher's performance of the specified competency. The materials are designed for use by individual or groups of teachers in training working under the direction and with the assistance of teacher educators acting as resource persons. Resource persons should be skilled in the teacher competency being developed and should be thoroughly oriented to PBTE concepts and procedures in using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based preservice and inservice teacher preparation programs to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, post-secondary institutions, local education agencies, and others responsible for the professional development of vocational teachers. Further information about the use of the modules in teacher education programs is contained in three related documents: **Student Guide to Using Performance-Based Teacher Education Materials, Resource Person Guide to Using Performance-Based Teacher Education Materials** and **Guide to Implementation of Performance-Based Teacher Education.**

The PBTE curriculum packages are products of a sustained research and development effort by The Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with The Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and post-secondary institutions used the materials and provided feedback to The Center for revision and refinement.

Special recognition for major individual roles in the direction, development, coordination of testing, revision, and refinement of these materials is extended to the following program staff: James B. Hamilton, Program Director; Robert E. Norton, Associate Program Director; Glen E. Fardig, Specialist; Lois Harrington, Program Assistant; and Karen Quinn, Program Assistant. Recognition is also extended to Kristy Ross, Technical Assistant; Joan Jones, Technical Assistant; and Jean Wisenbaugh, Artist for their contributions to the final refinement of the materials. Contributions made by former program staff toward developmental versions of these materials are also acknowledged. Calvin J. Cotrell directed the vocational teacher competency research studies upon which these modules are based and also directed the curriculum development effort from 1971–1972. Curtis R. Finch provided leadership for the program from 1972–1974.

Appreciation is also extended to all those outside The Center (consultants, field site coordinators, teacher educators, teachers, and others) who contributed so generously in various phases of the total effort. Early versions of the materials were developed by The Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by Center Staff with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University; State University College at Buffalo; Temple University; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh; University of Tennessee; University of Vermont; and Utah State University.

The Center is grateful to the National Institute of Education for sponsorship of this PETE curriculum development effort from 1972 through its completion. Appreciation is extended to the Bureau of Occupational and Adult Education of the U.S. Office of Education for their sponsorship of training and advanced testing of the materials at 10 sites under provisions of EPDA Part F, Section 553. Recognition of funding support of the advanced testing effort is also extended to Ferris State College, Holland College, Temple University, and the University of Michigan-Flint.

Robert E. Taylor
Executive Director
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THE CENTER FOR VOCATIONAL EDUCATION
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The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research.
- Developing educational programs and products.
- Evaluating individual program needs and outcomes.
- Installing educational programs and products.
- Operating information systems and services.
- Conducting leadership development and training programs.

AAVIM

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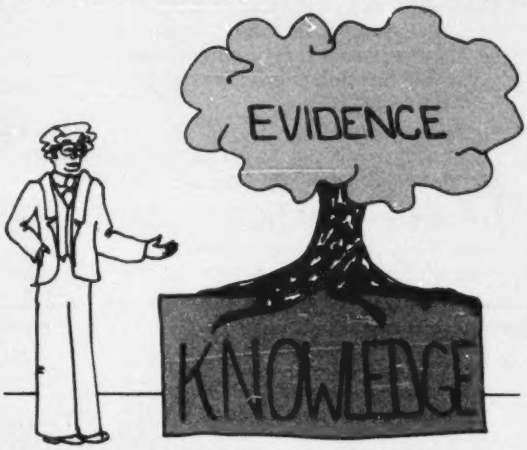
The American Association for Vocational Instructional Materials (AAVIM) is an interstate organization of universities, colleges and divisions of vocational education devoted to the improvement of teaching through better information and teaching aids.

INTRODUCTION

The increasing demand for the evaluation of vocational education programs arises from several sources. Students, parents, educators, and the general public have become increasingly aware of the role vocational education performs in the preparation of adults and youth for the world of work. In addition, federal and state legislative bodies have continued to enact legislation promoting the establishment of vocational education programs at all levels.

In this technological age of accuracy and precision, **knowledge** is replacing opinion, and **evidence** is replacing guesswork. The time is past



when teachers and administrators of vocational education programs can rely solely on personal observation as a sufficient measure of program effectiveness.

Evaluation must be an integral and continuous part of the total educational process. Unless programs are properly evaluated, educators will not have sufficient evidence on which to make decisions regarding program development and revision. We cannot afford the luxury of operating programs solely on the basis of what we **believe** to be right. As the public is asked to invest more of its dollars in vocational education, there is a growing concern for educational procedures to be justified on the basis of efficiency and effectiveness. The issue is not **whether** we evaluate, but rather, **how**.

Vocational educators, of course, want to provide the best program possible for all students. But, traditions and past experience are not sufficient standards by which to assess the merit of the program. Sound management is dependent on program evaluation. Evaluation must be thought of not as an appendage, but as a fundamental part of the total program effort. Program evaluation must be viewed as a continual and vital part of the educational management and accountability process.

This module focuses on **locally directed** and **product-oriented** program evaluation. The module is designed to give you skill in planning and conducting vocational education program evaluation efforts. While many vocational teachers will not have total responsibility for the evaluation effort, every teacher will need to help with the evaluation process and should be prepared to utilize pertinent findings and recommendations to help improve his/her vocational program.

ABOUT THIS MODULE

Objectives

Terminal Objective: While working in an actual school situation, evaluate your vocational program. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 53–54 (*Learning Experience IV*).

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the concepts and procedures involved in evaluating a local vocational education program (*Learning Experience I*).
2. After completing the required reading, develop a plan for evaluating the hypothetical vocational program described in a given case situation (*Learning Experience II*).
3. After completing the required reading, develop a final evaluation report for a hypothetical vocational program described in a given case situation (*Learning Experience III*).

Prerequisites

To complete this module, you must have competency in maintaining an occupational advisory committee, in developing program goals and objectives, and in conducting a student follow-up study. If you do not already have these competencies, meet with your resource person to determine what method you will use to gain these skills. One option is to complete the information and practice activities in the following modules:

- *Maintain an Occupational Advisory Committee*, Module A–5
- *Develop Program Goals and Objectives*, Module A–6
- *Conduct a Student Follow-Up Study*, Module A–10

Resources

A list of the outside resources which supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

Learning Experience I

Optional

Reference: Denton, William T. *Program Evaluation in Vocational and Technical Education*. Columbus, OH: The Center for Vocational Education, The Ohio State University, 1973.

Reference: Byram, Harold M. and Marvin Robertson (Comps.) *Locally Directed Evaluation of Local Vocational Education Programs*. Third Edition. Danville, IL: The Interstate Printers and Publishers, Inc., 1971. ED 067 479

Reference: Wentling, Tim L. and Tom E. Lawson. *Evaluating Occupational Education and Training Programs*. Boston, MA: Allyn and Bacon, Inc., 1975.

Learning Experience II

Optional

A group of 2–5 peers from your service area with whom you can discuss planning for an evaluation.

Learning Experience III

Required

A resource person to evaluate your competency in developing a final evaluation report.

Optional

A final evaluation report for a vocational program in your service area which you can review.

Learning Experience IV

Required

An actual school situation in which you can evaluate a vocational program.

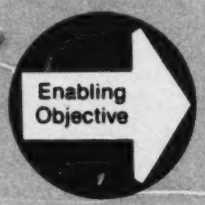
A resource person to assess your competency in evaluating a vocational program.

This module covers performance element numbers 49–51 from Calvin J. Cotrell *et al., Model Curricula for Vocational and Technical Teacher Education: Report No. V* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1972). The 384 elements in this document form the research base for all The Center's PBTE module development.

For information about the general organization of each module, general procedures for their use, and terminology which is common to all 100 modules, see About Using The Center's PBTE Modules on the inside back cover.

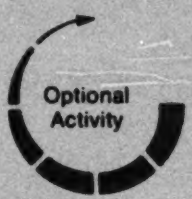
Learning Experience I

OVERVIEW



After completing the required reading, demonstrate knowledge of the concepts and procedures involved in evaluating a local vocational education program.

You will be reading the information sheet, Evaluating Local Vocational Education Programs, pp. 6–15.



You may wish to read the supplementary references, Denton, *Program Evaluation in Vocational and Technical Education*, pp. 10–24; Byram and Robertson, *Locally Directed Evaluation of Local Vocational Education Programs*; or Wentling and Lawson, *Evaluating Occupational Education and Training Programs*.

You will be demonstrating knowledge of the concepts and procedures involved in evaluating a local vocational education program by completing the Self-Check, pp. 15–16.

You will be evaluating your competency by comparing your completed Self-Check with the Model Answers, p. 17.

Activity

For information explaining the need for program evaluation, and describing a model for conducting such evaluations, read the following information sheet:

EVALUATING LOCAL VOCATIONAL EDUCATION PROGRAMS

The word "evaluation" can be threatening to educators. Concerns about tenure, promotion, salary, programs, facilities, and accreditation seem to be first in the thoughts of those approaching an evaluation effort. Most educators are concerned about program evaluation, but it seems to be one of those time-consuming responsibilities that can be easily postponed. Educators must not be lulled into complacency on the question of whether or not to evaluate programs. Programs of vocational education **are** being evaluated by the people they serve—like it or not. Educators must be prepared to do a **quality** job of evaluating, or helping to evaluate, their own programs.

The Nature of Program Evaluation

What Is Program Evaluation?

Program evaluation refers to the task of making judgments about the worth or value of a program. It primarily invoives determining the extent to which **previously** established program objectives are being, or have been, attained.

It should be recognized that program evaluation is a type of survey research. As such, the overall excellence and validity of an evaluation effort will depend a great deal on the extent to which sound research techniques are applied.

Reasons for Program Evaluation

The fundamental reason for evaluating vocational education programs is to seek **program improvement**. Evidence about the relative merits of a program enables educators to make more rational, data-based decisions about their programs.

Students are the ultimate beneficiaries and consumers of the educational process. Educators have an obligation to ensure that the educational process will deliver what is specified in the program objectives.

In addition, program evaluation is a necessary function since the public fiscal budget for vocational education continues to rise. Educators must assure the community that the tax dollar is spent efficiently and effectively. Increased emphasis on program accountability when state and federal monies are expended has also increased the need for well-conducted local evaluations to obtain evidence of accomplishment, and justification for the dollars spent.

For many years, the educational community has tended to manage its educational programs on the basis of hunches, authority, tradition, and personal experience. The public is beginning to demand valid and reliable information concerning the educators' theory that programs with certain characteristics will yield certain outcomes. The public wants **proof** that educational programs are adequately and efficiently serving the needs of the community.

Who Should Evaluate?

Programs of vocational education are being

evaluated every day by the people they are serving. Evaluations are made by parents, educators, taxpayers, and other people affected by the vocational education program. These evaluations may be accurate or inaccurate, depending upon the amount and source of information used. An important guiding principle of locally conducted evaluations is that they should be made by those **affected by**, and those **involved with**, the educational program. This includes teachers, administrators, supervisors, counselors, students, parents, alumni, employers, and employees.

Many evaluations are conducted by a third party. This third-party approach to evaluation is often conducted by a team of "experts" who visit the educational agency, observe the program, talk with students and teachers, and report their findings to the professional personnel and the governing board.

Characteristically, third-party evaluation teams have assessed the **ways and means** an institution employs in attaining the program objectives, (e.g., instructional processes and procedures) rather than emphasizing the significance of program **outcomes**. For example, the concern has often been with the amount of classroom or laboratory space available, the quality of the physical facilities, the qualifications of the teacher, etc., rather than whether program graduates are employed and able to advance in their career fields. Third-party teams can provide another perspective of the vocational program that is useful, however. Hence, these evaluations, even though generally process-oriented, do provide another valuable source of feedback about the vocational program.

In conducting locally directed program evaluations, it is important to have the involvement of those key individuals and groups directly concerned with the program (e.g, teachers, administrators, advisory committee members, school board members). Their involvement from the beginning in appropriate ways generally increases their understanding of the process and their commitment to carry out as many recommended program improvements as possible. Failure to involve them, on the other hand, can result in a fine evaluation study being ignored because it lacks the support of those key individuals and groups who can bring about change and improvement.

Involving Key Groups

In conducting a program evaluation, it is important to have the involvement of certain key groups. The first group to involve is the **school administration**. This should include the school superintendent, building principals, coordinators, and supervisors. Gaining the support of these school administrators is the first step in securing support and commitment from others, and in ensuring continuing enthusiasm for program evaluation. Without strong administrative support, the evaluation effort is not likely to be successful.

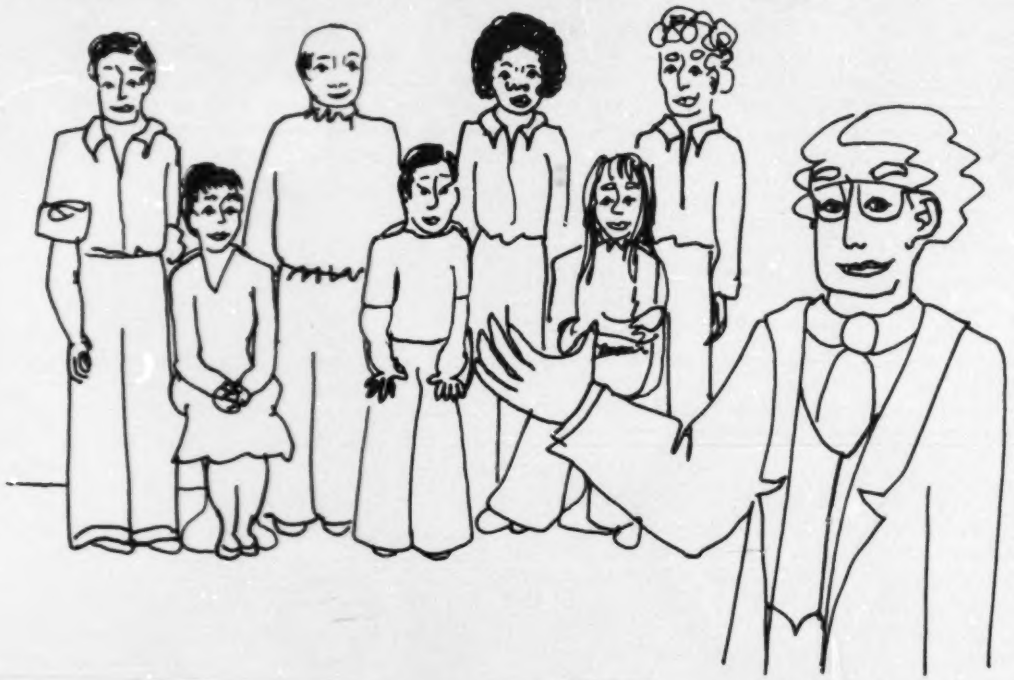
A second key group to involve is what might be called a **staff steering committee**. The staff steering committee should be composed of all of the teachers and staff directed involved with the program to be evaluated and a person from the school administrative staff. It is also wise to include members of the guidance staff and representatives of teachers from the general education curricular areas.

The steering committee can provide direction and assistance for the evaluation effort in several ways. Members may help devise the overall evaluation plan, develop or update a philosophy statement for the vocational program, review program objectives, develop follow-up and other instruments that may be needed, help conduct parent and/or employer interviews, etc. Often, the staff steering committee is divided into subcommittees with specific responsibilities for planning and conducting the follow-up study or other evaluation tasks.

Other key groups to include in an evaluation effort are the vocational **advisory committee(s)**, and the **student committee(s)**. The involvement of these committees is necessary if you are to gain the support of the community and the students your program serves. It is especially obvious that, since students are both involved and affected by the vocational program, they should be highly qualified participants in the evaluation process.

Students of a single or several vocational areas, depending on the scope of the evaluation effort, may be involved in several appropriate ways. They can assist with the development of follow-up questionnaires or letters, suggest changes in program

goals and objectives based on their own experience, etc. Students may serve on evaluation committees which are established or as members of a separate student committee.



Program Evaluation Model

Many different program evaluation systems or models exist, varying in complexity, design, and intent. Two important questions to consider when choosing a system for program evaluation are—

- Is the system appropriate for the situation to be evaluated?
- Are the teachers and others concerned capable of handling the complexities of the system?

The following system was developed by Harold M. Byram, Floyd L. McKinney, and others in the Multi-State Vocational Education Evaluation Project. It was later used by Floyd L. McKinney and others in the Central Kentucky Vocational Education Evaluation Project. (Sample 1 identifies the components of this system.)

Assess Needs

A program evaluation needs assessment should tell us the difference between where we are and where we need to be. Needs assessment efforts should include a careful study of manpower needs, student needs and interests, educational facilities and equipment, community characteristics, employment trends, and community resources. Manpower data may be secured from the state vocational education agency, census publications, state and local employment security offices, chambers of commerce, business and professional organizations, agricultural censuses, and locally conducted manpower studies.[1]

It is important to have indications of the interests and occupational goals of all secondary students. Professionally prepared inventories such as OVIS (Ohio Vocational Interest Survey) or locally developed inventories may be used to secure information concerning student interests.[2]

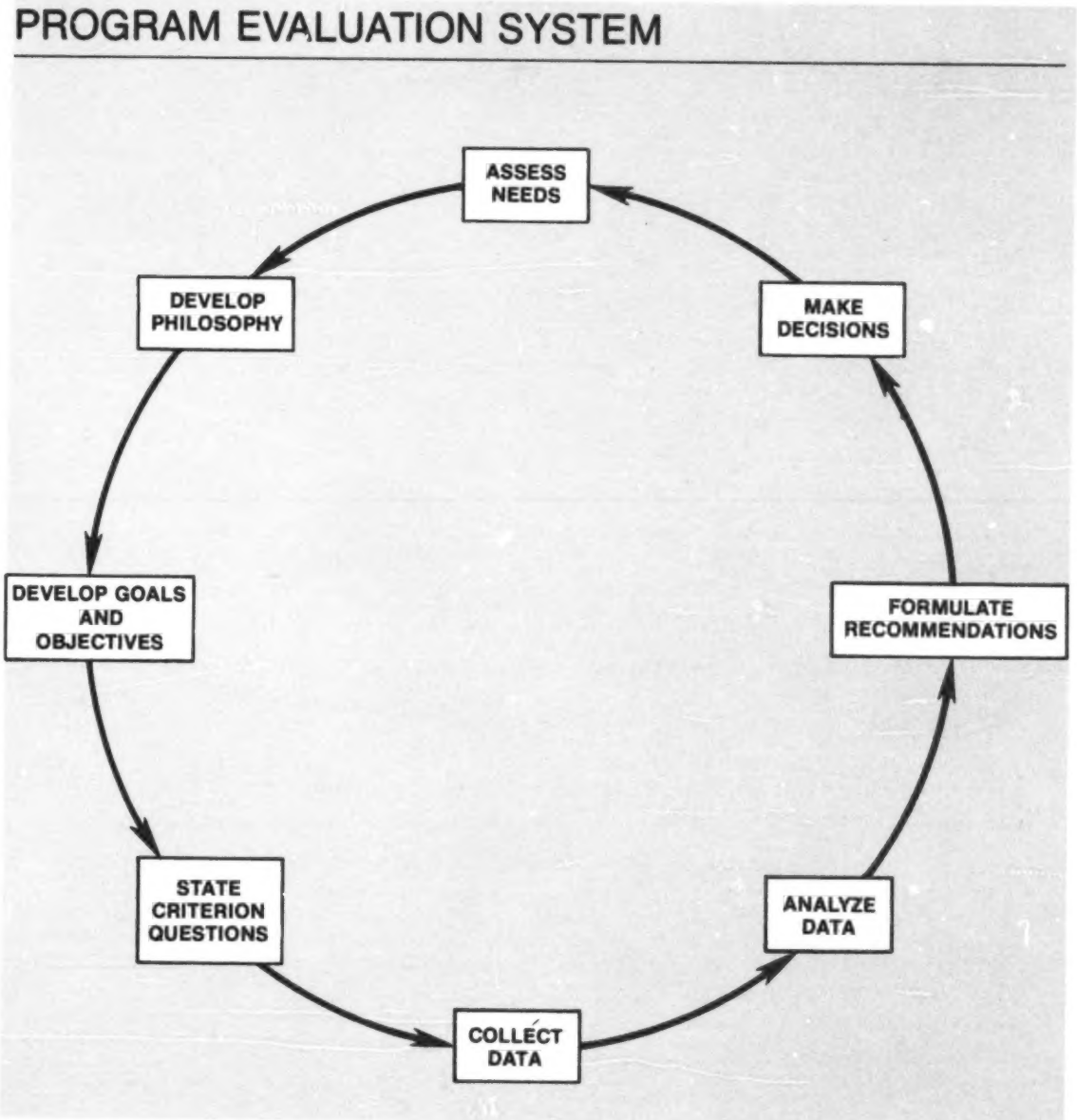
A survey of parents and/or citizens can provide valuable information about their attitudes toward vocational education, their aspirations for the youth of the community, and their own interest in vocational education. Parents can be asked what vocational programs they feel the local school

1. To gain skill in conducting community surveys, you may wish to refer to Module A–1, *Prepare for a Community Survey*; Module A–2, *Conduct a Community Survey*; and Module A–3, *Report the Findings of a Community Survey*.

2. To gain skill in gathering student data, you may wish to refer to Module F–1, *Gather Student Data Using Formal Data-Collection Techniques*; and Module F–2, *Gather Student Data Through Personal Contacts*.

should be offering, the occupational area(s) they want their sons and/or daughters to pursue, how they feel toward the programs in which their sons and/or daughters are presently enrolled, etc. Parents may also be asked questions which determine (1) how much they know about the present vocational program offerings, and (2) if they have an interest in adult education offerings. This type of survey research data is commonly collected through a questionnaire which is mailed to all taxpayers of the district or to all parents who have sons or daughters enrolled in the school.

SAMPLE 1



Another activity that has proven very helpful in assessing employers' needs is to ask all vocational teachers and members of the staff steering committee to make short visits to businesses and industries in the employment area. These visits should be prearranged and should be specifically designed to help employers understand the school's programs and concerns. In addition, they should be tailored to gain employers' reactions to the quality of the vocational education program. This activity has proven in many cases to be not only a good needs assessment-evaluation activity, but an excellent public relations endeavor as well. An example of a questionnaire which could be completed by an interviewer during such a visit is shown in Sample 2.

SAMPLE 2

STAFF VISITS TO PLACES OF EMPLOYMENT[3]

Date of Interview _____
Place of Employment _____
Person Interviewed _____ Title _____
Number of People Employed _____

1. What are some of the standards you use when hiring people? (List in order of importance.)
   A. _____
   B. _____
   C. _____
   D. _____
   E. _____
   F. _____
   G. _____
   H. _____
2. What is the prime reason for employee failure? _____
3. Do you use high school records when hiring people? _____
4. Do you use the high school in any other way when hiring? _____
5. Approximately how many graduates do you hire each year? _____
6. How do our graduates compare with other high school graduates? (Consider attitude, appearance, job entry skills, etc.)
   A. Below average ____
   B. Average ____
   C. Above Average ____
7. Do prospective employees seem most interested in salary or the type of work? _____
8. Do you seriously consider the courses a prospective employee had in high school in relation to the job he/she is being interviewed for? _____

What were your (the interviewer's) impressions (1) of the employer's attitude toward this program, and (2) of the student's employer? _____

Do you feel that we classroom teachers are covering the right areas and materials in the classes that are related to this type of employment? _____
Recommendations or suggestions: _____

Signed _____

3. Adapted from Harold M. Byram and Marvin Roberton (Comps.), *Locally Directed Evaluation of Local Vocational Education Programs.*

Develop Philosophy

The school's basic guiding beliefs about vocational education need to be formally presented in writing. These beliefs should reflect the current beliefs of the community concerning the desired processes and products of vocational education. The existing statement of philosophy should not be viewed as unchangeable, but should be modified if evidence is presented indicating a need for change.

An example of a local school statement of philosophy for vocational education is shown in Sample 3.

SAMPLE 3

PHILOSOPHY OF VOCATIONAL EDUCATION FOR APPLETON SCHOOLS

Education is a unified, continuous, life-oriented process which continues from early childhood until death. Vocational education is a significant part of the total education process—that of directing forces toward the full realization of the potential of each individual. Vocational education is in harmony with, and supports, an overall philosophy of education and human resources development.

Value of the Individual

Each and every individual is important and each differs in his/her interests, needs, and abilities. Individuals mature educationally at various rates. Therefore, the capabilities of the individual to learn should be determined through counseling and testing. Individualized instruction should be provided to maximize the individual's ability to learn. Each individual is important and has dignity, worth, and a right to the opportunity to attain his/her maximum potential, even if that individual is economically and/or socially disadvantaged or has a mental or physical handicap. In a democratic society, education should be provided to attain the maximum potential of the individual in order that he/she may make a worthy contribution to society. Most individuals can be successful in some occupation. Individuals, out of school and out of work, represent a potential loss of individual worth.

Manpower Needs of a Changing Society

The rapidly changing manpower needs of society must be supplied if our society is to continue providing for the economic and social needs of the people. A large number of persons are continually entering the work force, and many current members need to be retrained or to have their skills updated, thereby creating a constant demand for vocational training and retraining of the labor force.

Relationship of the Individual to Society

Individuals and the society have responsibilities to each other. Society is placed in the position of being of service to the individual first, by providing the essentials of life and an environment which permits the individual to fully develop his/her potential abilities. Receiving the rewards provided by society allows the individual to become a productive member of society. To the extent that any individual, for whatever reason, is denied the opportunity to occupy a useful position—to that extent, society is deprived.

Role of Vocational Education in Helping the Individual Relate to Society

People make the greatest contribution to their own well-being and to society through useful and rewarding work. An individual's opportunity to perform depends upon his/her ability to choose an appropriate occupation and acquire adequate preparation for work in that occupation. Vocational education can make a significant contribution in helping the individual fulfill his/her work role in society.

Each person is entitled to assistance in making career choices, in preparing for an occupation through education and training, and in gaining employment in his/her chosen occupation. Occupational requirements and individual needs can only be met through the establishment of different types of preparation and varying levels of education. Vocational education enables people to develop competencies which are essential for successful employment in an occupational area that will provide economic, social, and cultural satisfactions. Programs of vocational education should assist the development of the capabilities and self-realization of the individual to maximum potential.

The Vocational Education Process

Vocational education programs should be planned and implemented on the basis of the interests, needs, and abilities of the students, and the manpower requirements of the labor market. This is necessary so that persons of all ages will have ready access to vocational training or retraining which is of high quality and is realistic in light of actual or anticipated opportunities for gainful or useful employment.

Vocational education assists people in making career choices; in selecting an occupational area of training; and in developing abilities, interests, and attitudes needed for entrance into an occupation. It assists people in developing competencies essential for advancement in an occupation and for successful and satisfying work experiences; in upgrading and/or retraining for current demands of the labor market; and in becoming effective and efficient producers of goods and services.

Answers to many of the problems in vocational education have yet to be discovered. Program development should utilize the results of a strong research and development effort. The effectiveness and efficiency of programs of vocational education must be determined. Those involved with, and those affected by, programs should assess the effectiveness and efficiency of those programs. Product and process evaluation of programs should lead to program improvement.

The vocational education program for each individual should articulate his/her talents and interests so that he/she is prepared to assume the role of a productive citizen.

Develop Goals and Objectives

Program goals and objectives should be based on the results of needs assessments, and they should reflect the statement of philosophy. Goals are general statements of **intent or purpose** which reflect recognized needs. Objectives are more specific and measurable statements of the **expected outcomes** of the vocational program. The program objectives provide the framework for, and determine to a large extent, the evaluation that is conducted. Therefore, time and energy spent in their development is very important.

State Criterion Questions

The development of criterion questions for each objective requires a good deal of time and should involve several persons who are keenly interested in the program. From the list of the criterion questions, one can determine the appropriate information needed for the evaluation effort.

A criterion question is one which states the objective in such a way that an answer is called for that would help to measure the attainment of the objective. For example, given the program objective, "to keep parents informed about the school's vocational offering," an appropriate criterion question would be, "To what extent are parents familiar with the school's present offerings?" To collect data that would help answer this criterion question, parents might be asked one or more questions designed to elicit information concerning their understanding of the vocational offerings. These questions might be presented on a parental survey questionnaire or parental interview form.

The task is to formulate questions in such a manner that they may be answered in varying degrees from very positive to very negative. It may not be necessary to develop more than one question for an objective that is narrow and specific, such as "to present instruction that prepares students to obtain jobs as secretarial workers." However, a more general objective might require several questions relating to it. For example, the program objective, "to prepare students for entry-level employment and advancement in positions satisfying

to the students," would require criterion questions such as—

- How many students leaving the vocational program obtain entry-level employment?
- How many former students are able to make reasonable advancement in their positions?
- How satisfied are the former students with their employment situation?

Collect Data

It is usually necessary to collect data about both the **process** and the **product** of a program. **Pro-**

cess evaluation deals with instructional processes and procedures, facility and equipment adequacy, and many others ways and means that may influence student outcomes.

Product evaluation measures the effects of the vocational program on its product—the students. For example, the student may be questioned during and/or after his/her school experience regarding the value of that experience. Employers can also provide valuable feedback to the school about the adequacy of the vocation programs in which former students received their training.

Both process and product evaluations are valuable. However, the emphasis of most locally directed program evaluations should be on **product** evaluation. The human outcomes of our programs are far more important than the processes used to attain them.

Three general categories of data are usually collected when conducting a comprehensive local vocational education program evaluation. These include (1) **demographic data**—background information about the students, teacher(s), and the school; (2) **process data**—information about the facilities, and instructional processes and procedures used; and (3) **product data**—information about the students themselves.

The types of **background data** which can usually be obtained by searching existing records are as follows:

- **student** demographic data, including grade point average, courses taken, attendance, address, aptitude and intelligence test scores, and placement records
- **teacher** demographic data, including years of experience, educational preparation, field experience
- **school** demographic data, including enrollment in classes, average daily attendance, and programs offered.

Several types of **process data** can be obtained simply by studying the facilities and other records available. Examples of the process areas commonly studied include—

- the teaching-learning process
- curriculum—course of study
- learning resources available
- supplies and equipment available
- instructional space and laboratory facilities

Most state departments of education and most accrediting associations have instruments available which can be used as is or adapted for this purpose.

Product data is normally gathered from one or two sources. Most common, and perhaps most valuable, is data from a **student follow-up study**. Former students are in a unique position to comment on how well their high school or post-secondary vocational or technical education courses prepared them to enter and advance in the world of work. To get an accurate and complete picture for the purposes of program evaluation, studies should be reviewed which were conducted on students approximately one year and three years after their departure from the program.

The second most common method for gathering product data is to **survey employers** of former

students. Employers who have hired one or more students who have recently left your vocational program are in a unique position to comment on the strengths and weaknesses of the former students' vocational training. They can provide you with important insights into the effectiveness of your vocational program. The procedures for conducting an employer follow-up study or survey are very similar to those for student follow-up studies.

There are some **additional data sources** which should be used when evaluating a vocational program. These include community survey reports, supervisory reports, and/or reports by accrediting agencies. Ideally, vocational programs are planned in response to specific data gathered via a community survey concerning the vocational needs of the community. If such a survey has been conducted recently in your community, some of the data contained in the survey report may be helpful to you in determining how well your present program satisfies the needs established by that report.

Regional accrediting agencies usually conduct process-oriented evaluations of each college and secondary school in their regions. Each institution must undergo such an evaluation every ten years to retain its accreditation. As part of this evaluation process, the school staff must conduct a complete self-evaluation which is compiled into a printed document.

The visiting committee for the accrediting agency then reviews this document, conducts observations and interviews at the school, and prepares an evaluation report. If such an accreditation evaluation has been conducted at your school recently, these documents should be available and should contain valuable data concerning the goals, objectives, and adequacy of your program.

Finally, state supervisors generally make it a point to visit each vocational program in their states on an annual or semiannual basis. These visits are documented in formal or informal reports which are another excellent source of evaluation data. Some states have highly structured mechanisms for evaluating their vocational education programs. They often use a process similar to that used by the regional accreditation agencies.

Students, teachers, counselors, administrators, laypersons, and state review teams work together to evaluate the existing programs and to identify needed improvements. This evaluation process is documented in detailed reports which may be of assistance to you in planning and conducting your evaluation. Similar program evaluation procedures and instruments can be obtained from the division of evaluation of most state departments of education.

Analyze Data

Evaluation data normally should be analyzed using simple, descriptive statistical techniques such as the computation of frequencies, percents, means, and medians.[4] In all cases, the analysis of data should be appropriate to the data collected. If more sophisticated statistical treatments are desired, most teachers would be well advised to consult with a statistical expert. Regardless of the analysis treatment used, it is extremely important that the report be written and illustrated with bar graphs, circle (pie) graphs, etc., so that all concerned can understand the findings.

Formulate Recommendations

As a teacher and as an evaluator, it is your responsibility to carefully review the data and help make those recommendations for program improvement suggested by the data. The staff, student, and advisory committees should be asked to review the data and help determine the recommendations.

Make Decisions

The decision-making process is an important one. The teacher has a responsibility to disseminate, as appropriate, the findings and recommendations to administrators and/or governing bodies. One or more written reports of the study should be prepared and distributed. The teacher should assume leadership for making program changes that he or she can easily make to improve the vocational program. Recommendations that involve others, cost money, etc., will, of course, need administrative and/or board of education approval. Even in these circumstances, however, the teacher has a leadership responsibility to request the funds or policy changes needed so as to

4. To gain skill in analyzing data, you may wish to refer to Module A–3, *Report the Findings of a Community Survey.*

offer an improved vocational education program to his/her students.

Decisions also need to be made concerning future evaluation needs. Program evaluation, when most effectively carried out, is a continuous process.

In planning to evaluate your educational program, you should keep in mind the following key points.

- Evaluation is a continuous process. It is not something to be done once every other year. It must be done on a continual basis.
- Evaluation requires commitment. Success in evaluation requires that time, money, and moral support be present for those charged with planning and conducting the effort.
- Evaluation should be product-oriented. The emphasis in product-oriented evaluation is on program outcomes rather than the ways and means (process).
- Evaluation should be done in terms of the objectives for the vocational education program. The emphasis should be on determining the extent to which objectives are being met.
- Evaluation should involve both those responsible for the program and those affected by it. Persons responsible for, and affected by, programs are the ones responsible for implementing any changes suggested as a result of an evaluation.
- Evaluation procedures and techniques should be comprehensible to the public. The American educational system developed in an atmosphere of public interest and concern. Laypersons have had a large part in this development, and educators should make certain that the citizens they serve can comprehend what they are doing, and why they are doing it, in regard to program evaluation.

For additional assistance in planning how to evaluate your vocational program, you may wish to read the supplementary references, Denton, *Program Evaluation in Vocational and Technical Education*, pp. 10–24; Byram and Robertson, *Locally Directed Evaluation of Local Vocational Education Programs*; and/or Wentling and Lawson, *Evaluating Occupational Education and Training Programs*.

The following items check your comprehension of the material in the information sheet, Evaluating Local Vocational Education Programs, pp. 6–15. Both of the items require a short essay-type response. Please respond fully, but briefly, and make sure you respond to all parts of each item.

SELF-CHECK

1. As a teacher in Overview High School, you decide you will recommend to your high school principal that the local program of vocational education be evaluated. The first question your principal asks is, "Why do you want to evaluate the program?" What is your answer?

2. The principal of Overview High School decides an evaluation of the local program of vocational education would be a good idea. The principal would like your reactions concerning (a) who should be involved in the evaluation effort, (b) what kinds of evaluation activities are most appropriate, and (c) what the major steps in the program evaluation process are?

Compare your written responses on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points.

MODEL ANSWERS

1. You could have responded to the principal as follows:

   "The major reason for evaluating the Overview High School vocational education program is to determine ways the program can be improved to serve the community better. Resources for education are always limited. We need to be sure we are conducting our vocational education program in a manner likely to attain the most effective and efficient results for the taxpayers. We can no longer justify spending money for what we believe to be right; we must have evidence.

   "There is a need for valid information from employers and former students concerning the vocational program and employment opportunities in the community. Information about students is needed to improve decision-makers' ability to appraise whether the local program is meeting the needs of the community."

2. a. Those involved in conducting a program and those affected by the program should be involved in the evaluation effort. This includes students, parents, teachers, administrators, alumni, employers, and employees.

   b. Appropriate kinds of evaluation activities include—

   - former student follow-up survey
   - survey of employers of former students
   - study of instructional processes used
   - study of student placement records
   - parental/citizen surveys
   - third-party evaluations
   - studies of manpower needs and opportunities
   - study of curriculum
   - studies of facility and equipment utilization

   The activities that are best for any given local evaluation will depend upon many factors such as cost, time available, local preference, and expertise available. The staff steering committee and the school administration should be involved in determining which activities will be conducted.

   c. Major steps in the program evaluation process include—

   - assessment of needs (manpower and student)
   - development of philosophy statement
   - development/review of program objectives
   - statement of criterion questions
   - collection of data
   - analysis of data
   - formulation of recommendations
   - making of decisions based on findings

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Evaluating Local Vocational Education Programs, pp. 6–15, or check with your resource person if necessary.

NOTES

Learning Experience II

OVERVIEW

After completing the required reading, develop a plan for evaluating the hypothetical vocational program described in a given case situation.

You will be reading the information sheet, Developing a Local Program Evaluation Plan, pp. 20–24.

You may wish to meet with a group of peers from your service area to discuss how to plan an evaluation.

You will be reading the Case Situation, p. 25, and developing a plan for evaluating the vocational program described in that situation.

You will be evaluating your competency in developing an evaluation plan, using the Evaluation Plan Checklist, pp. 27–28.

Activity

For information on the concepts and procedures involved in developing a local vocational education evaluation plan, and the appropriate content to include in the plan, read the following information sheet.

DEVELOPING A LOCAL PROGRAM EVALUATION PLAN

A comprehensive plan for evaluating the vocational program needs to be developed. The evaluation plan should be formulated cooperatively by the teacher, the staff steering committee, and the vocational advisory committee. All persons involved in the development of the plan should receive an orientation to systematic program evaluation procedures. A cooperative planning effort will help all participants to more adequately understand the scope of the evaluation program and to determine their responsibilities and roles.

In most cases, the basic plan will have to be drafted by you and/or other staff members. Advisory committee members can react to plans and provide valuable advice, but they should not actually develop plans. The basic plan should be drafted by the teacher(s), reviewed by the staff and advisory committees, and submitted to the administration for approval to continue the evaluation effort.

A typical evaluation plan includes—

- a description of the situation in the area served by the school
- written philosophy and objectives of the evaluation effort
- responsibilities of the staff steering committee, vocational advisory committee, and student committee.
- evaluation activities to be conducted to assist in attaining the objectives of the evaluation effort
- identification of boundaries or limitations
- budget items and estimated costs
- schedule of activities
- reporting procedures
- method of dissemination
- plans for implementation

A sample evaluation plan for an agriculture program is shown in Sample 4.

SAMPLE 4

EVALUATION PLAN

The evaluation of the Merrick Hill High School vocational agriculture program is to be a product-oriented effort with emphasis on the program objectives and the involvement of local people.

Description of the Situation

Merrick Hill High School is located in a city of about 10,000 people. The area has good agricultural land, and the business and industry of the area is largely agricultural in nature.

The Merrick Hill vocational agriculture program enrolls an average of one hundred secondary students each year. In addition, one adult class is offered each year by the two teachers of vocational agriculture.

Evaluation Philosophy and Objectives

Program evaluation concerns the making of judgments about the worth or value of a program. Evaluation is basically concerned with the determination of the extent to which previously established objectives are being, or have been, attained.

The reason for evaluating the vocational agriculture program is program improvement.

The program is to be evaluated by the people it is serving. This includes the school administration, teachers, citizens, and students.

The objectives for the evaluation effort are—

- to determine the placement of former students
- to determine the value of the vocational agriculture training as viewed by former students and by employers
- to determine the satisfaction of former students in their present jobs
- to determine the career progress being made by former students
- to determine areas of the curriculum that should be added, strengthened, and/or deleted
- to determine the adequacy of the vocational agriculture facilities and equipment

Responsibilities

The two vocational agriculture teachers, an English teacher, a math teacher, a science teacher, the high school principal, and a high school guidance counselor will comprise the staff committee. The head teacher of vocational agriculture will serve as chairperson of the staff committee. The staff committee will be responsible for overall coordination of the evaluation effort. Designated members of the staff committee will develop questionnaires, arrange schedules, supervise mailings, conduct interviews, prepare reports, monitor project activities, develop recommendations, and prepare plans for implementing the recommendations.

The vocational advisory committee will review all plans, analyze the findings, and assist in formulating recommendations. In addition, a student committee will be suggested by the staff committee and appointed by the high school principal. The student committee will assist in developing and reviewing questionnaires.

Evaluation Activities

A follow-up questionnaire will be sent to all former students who left the program one year ago and three years ago.

An employer survey will be sent to employers who are employing the same former students.

Visits will be made to businesses and industries which are employers or potential employers of students in the vocational agriculture program.

A survey will be conducted to determine the interests of students and parents concerning vocational agriculture.

Currently available manpower data regarding agricultural employment opportunities will be analyzed to determine the need for trained personnel. No attempt will be made to conduct additional manpower needs surveys.

Limitations of Study

This evaluation effort will use currently available agricultural manpower needs data. No attempt will be made to conduct additional manpower needs and employment opportunities studies.

The student follow-up study will be limited to former students who left the program one year ago and three years ago.

Budget	FY
I. Personal Expenses	
A. Staff (professional)	No additional cost
B. Secretary	xx
C. Benefits (secretary)	xx
D. Consultants (honorarium)	xx

II. Operating Expenses

A. Postage	xx
B. Telephone	xx
C. Travel	xx
D. Data processing	xx
E. Office supplies	xx
F. Printing	xx
G. Reference materials	xx
H. Miscellaneous	xx
TOTAL	

Schedule of Activities

See Appendix A.

Reporting Procedures

The staff committee will submit monthly progress reports through the high school principal to the chief school administrator and board of education.

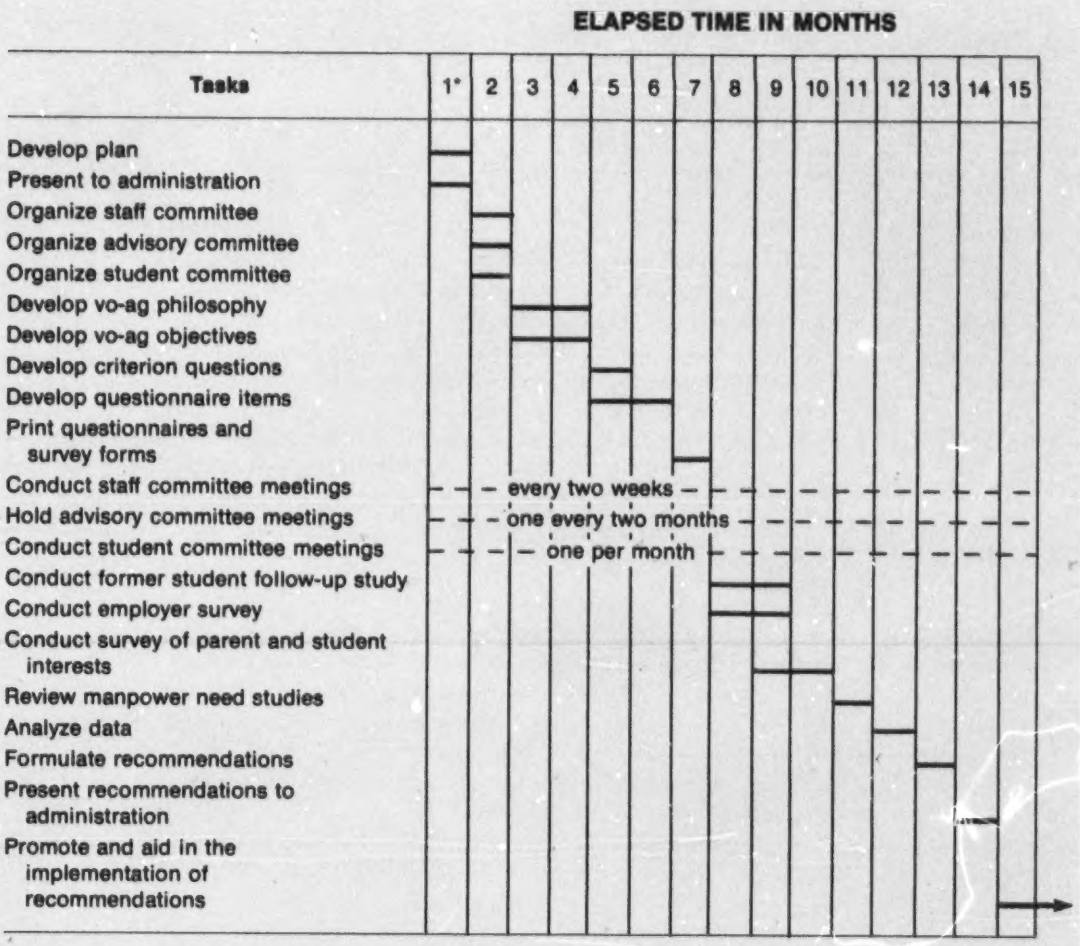
Method of Dissemination

A written final report will be prepared and presented through the high school principal to the chief school administrator and board of education. The chief school administrator will determine the advisability of releasing the report to various groups and/or the general public.

Plans for Implementation

Based on the program evaluation findings, the staff committee will use inputs from the advisory committee to develop appropriate plans for strengthening the vocational agriculture program. The implementation plans will be developed in conjunction with, and only with the support of, the school administration and board of education.

APPENDIX A: SCHEDULE OF ACTIVITIES


ELAPSED TIME IN MONTHS
Tasks
1* 2 3 4 5 6 7 8 9 10 11 12 13 14 15
Develop plan
Present to administration
Organize staff committee
Organize advisory committee
Organize student committee
Develop vo-ag philosophy
Develop vo-ag objectives
Develop criterion questions
Develop questionnaire items
Print questionnaires and survey forms
Conduct staff committee meetings
every two weeks
Hold advisory committee meetings
one every two months
Conduct student committee meetings
one per month
Conduct former student follow-up study
Conduct employer survey
Conduct survey of parent and student interests
Review manpower need studies
Analyze data
Formulate recommendations
Present recommendations to administration
Promote and aid in the implementation of recommendations

*April

Schedule of Activities

Effective and efficient use of time is essential in planning and conducting the evaluation effort. If a major effort is to be made the first year, this means that a number of preparatory, organizational, and orientation activities probably should be done prior to the academic year in which the major part of the study is to be conducted. Remember, not everything can be accomplished during the first year. The estimated amount of elapsed time for all activities must be determined. An example of a schedule of activities is shown in Sample 5.

SAMPLE 5

SCHEDULE OF ACTIVITIES DEVELOPED AND FOLLOWED BY A LOCAL STAFF COMMITTEE

Dates	
April 29	Hold preliminary orientation meeting with administration.
May 2	Hold organizational meeting of staff steering committee.
May 5	Conduct training session for staff steering committee.
May 10	Develop a schedule of activities.
May 19	Hold staff steering committee meeting for discussion of departmental and overall philosophy and objectives.
September 10	Hold staff steering committee meeting to adopt overall philosophy, to compile criterion questions, and to submit names for forming a vocational advisory committee (if not already operative).
September 16–October 4	Compile current addresses for graduates.
September 17	Attend board of education meeting to select advisory committee members (if new committee is to be established). Mail confirmation letters to committee members.
October 11	Prepare notices for advisory committee meeting on October 25th.
October 25	Hold an orientation and organizational meeting for advisory committee.
October 28	Review and utilize evaluation materials in training workshop for staff members.
November 1	Mail follow-up questionnaire and cover letter to graduates.
November 8–25	Mail follow-up reminder requests.
December 10	Compile, analyze, and interpret results of follow-up questionnaire responses.
December 15	Hold committee meeting(s) to formulate occupational survey plans.
January 5	Prepare for occupational survey. Hold advisory committee meeting.
February 1–25	Conduct occupational survey. Hold advisory committee meeting.
March 1–15	Conduct surveys of parent and student interest in vocational programs.
April 10	Request consultant help in analyzing and interpreting data.
April 15	Analyze data and findings in light of objectives.
April 30	Hold joint meeting of staff and advisory committee to study findings.
July 5–August 15	Formulate recommendations and prepare report(s).
September 10	Develop plan for implementation of recommendations from the evaluation process.
September 15	Present recommendations to the administration.
October 15–June 30	Promote and aid in the implementation of recommendations.

You may wish to meet with a group of two to five peers from your service area who are also taking this module to discuss techniques for planning for an evaluation. You might discuss the activities which would need to occur during the evaluation effort, and how those activities would be carried out.

The following Case Situation briefly describes some of the characteristics of a vocational program in a hypothetical school. Read the situation described. Then, assume you are one of the two machine shop teachers described, and develop a plan for evaluating the machine shop program. Because you are dealing with a sketchy hypothetical situation, your plan need not be very detailed; however, you should cover each of the major sections to be included in such a plan.

CASE SITUATION

Atwater Area Vocational School is located in Thomasville, a city with a population of 15,000. A majority of the wage earners in Thomasville are employed by a large automobile manufacturing company.

Atwater's program of vocational education includes a machine shop program which is taught by two instructors. These instructors teach an average of 85 students each year. The vocational machine shop program has no organized advisory committee.

After you have developed your evaluation plan, use the Evaluation Plan Checklist, pp. 27–28, to evaluate your work.

EVALUATION PLAN CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

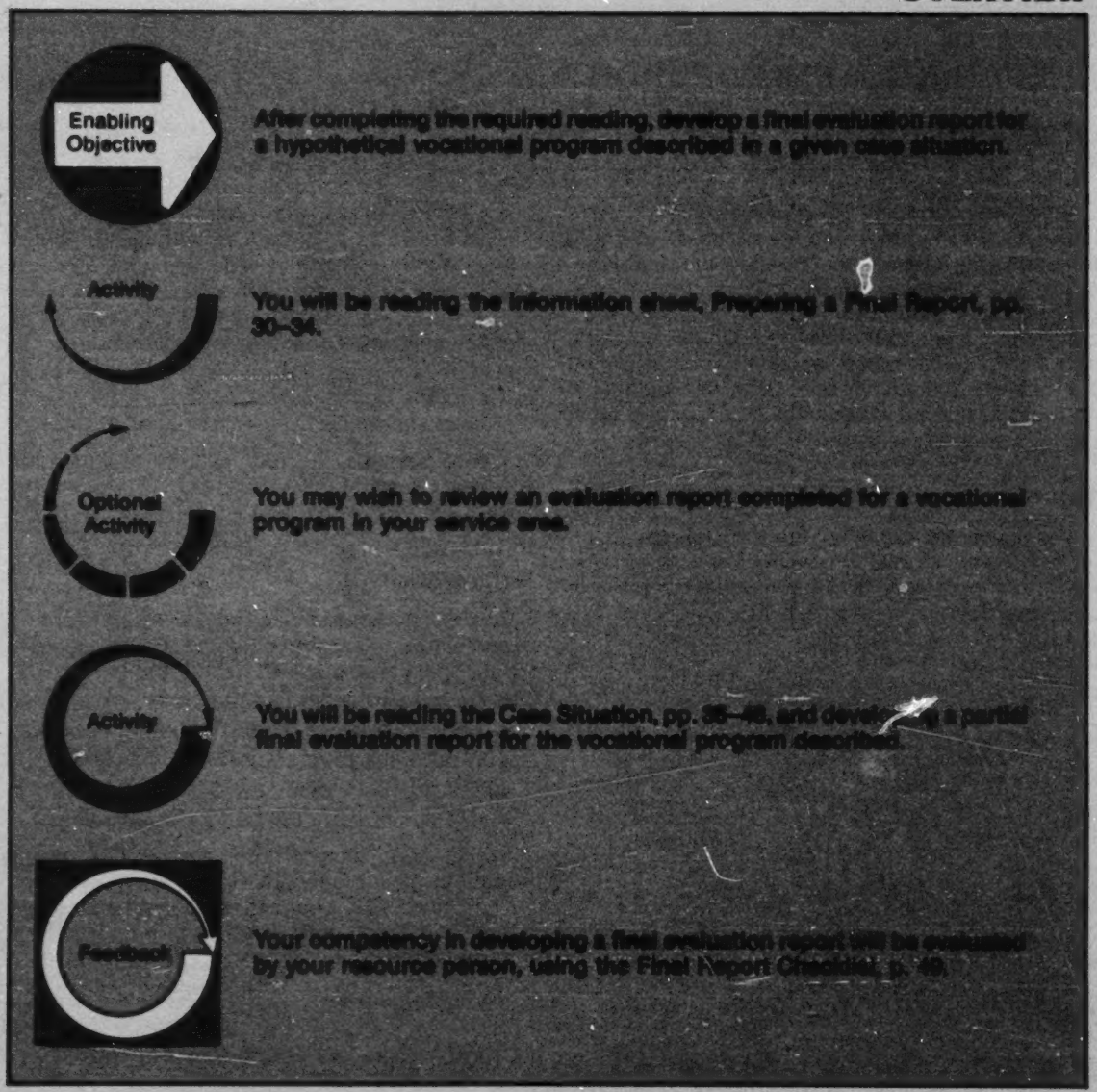
LEVEL OF PERFORMANCE

Your plan:	N/A	No	Partial	Full
1. allows for the following persons to be involved in the evaluation:				
a. staff	☐	☐	☐	☐
b. administrators	☐	☐	☐	☐
c. students	☐	☐	☐	☐
d. teachers	☐	☐	☐	☐
e. parents	☐	☐	☐	☐
f. employers	☐	☐	☐	☐
2. includes a description of the area to be served	☐	☐	☐	☐
3. includes a statement of philosophy to guide the evaluation effort	☐	☐	☐	☐
4. includes a list of objectives for the evaluation effort	☐	☐	☐	☐
5. describes the specific responsibilities to be assigned to:				
a. the steering committee	☐	☐	☐	☐
b. the advisory committee	☐	☐	☐	☐
c. the student committee	☐	☐	☐	☐
6. lists the major activities to be completed during the evaluation effort	☐	☐	☐	☐
7. defines the boundaries or limitations of the effort	☐	☐	☐	☐
8. includes a list of the items for which monies will have to be budgeted	☐	☐	☐	☐
9. describes the reporting procedures to be used	☐	☐	☐	☐
10. describes the manner in which the final report will be disseminated	☐	☐	☐	☐
11. describes the strategies which will be used to implement the recommendations contained in the final report	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive FULL, or N/A responses. If any item receives a NO, or PARTIAL reponse, review the material in the information sheet, Developing a Local Program Evaluation Plan, pp. 20–24, revise your plan accordingly, or check with your resource person if necessary.

Learning Experience III

OVERVIEW


Enabling Objective
After completing the required reading, develop a final evaluation report for a hypothetical vocational program described in a given case situation.
Activity
You will be reading the information sheet, Preparing a Final Report, pp. 30–34.
Optional Activity
You may wish to review an evaluation report completed for a vocational program in your service area.
Activity
You will be reading the Case Situation, pp. 35–48, and develop a partial final evaluation report for the vocational program described.
Feedback
Your competency in developing a final evaluation report will be evaluated by your resource person, using the Final Report Checklist, p. 49.

For information on the process of analyzing data, drawing conclusions, and developing recommendations for inclusion in a final report for a vocational program evaluation, read the following information sheet:

PREPARING A FINAL REPORT

Presenting Data

A properly conducted evaluation effort will generate a considerable amount of data. Ease in tabulating the data will depend upon the size of the study and the methods used. If electronic data processing is used, it is necessary to check with the technicians and the programmers at the data processing center to determine the proper procedures to use. If you choose to tabulate the data by hand, you will need to become familiar with simple techniques for organizing the data.[5]

Tables

The use of tables will enhance the readability of an evaluation report. Following are suggestions for formatting a table. You may also wish to refer to a standard style manual for additional suggestions.

- Place the table after, but as close as possible to, where it is first mentioned in the report.
- Center, above the table, the word "TABLE____" on a line by itself with the number in Arabic numerals.
- Center, above the table and under the word, "TABLE____," the caption of the table. All of the captions should be in capital letters.
- A double-ruled line should separate the table caption from the rest of the table. Vertical lines should be used very sparingly.

Where possible, use graphs to exhibit the data you need to reveal. Sample 6 exhibits vocational education enrollment data.

Writing Style

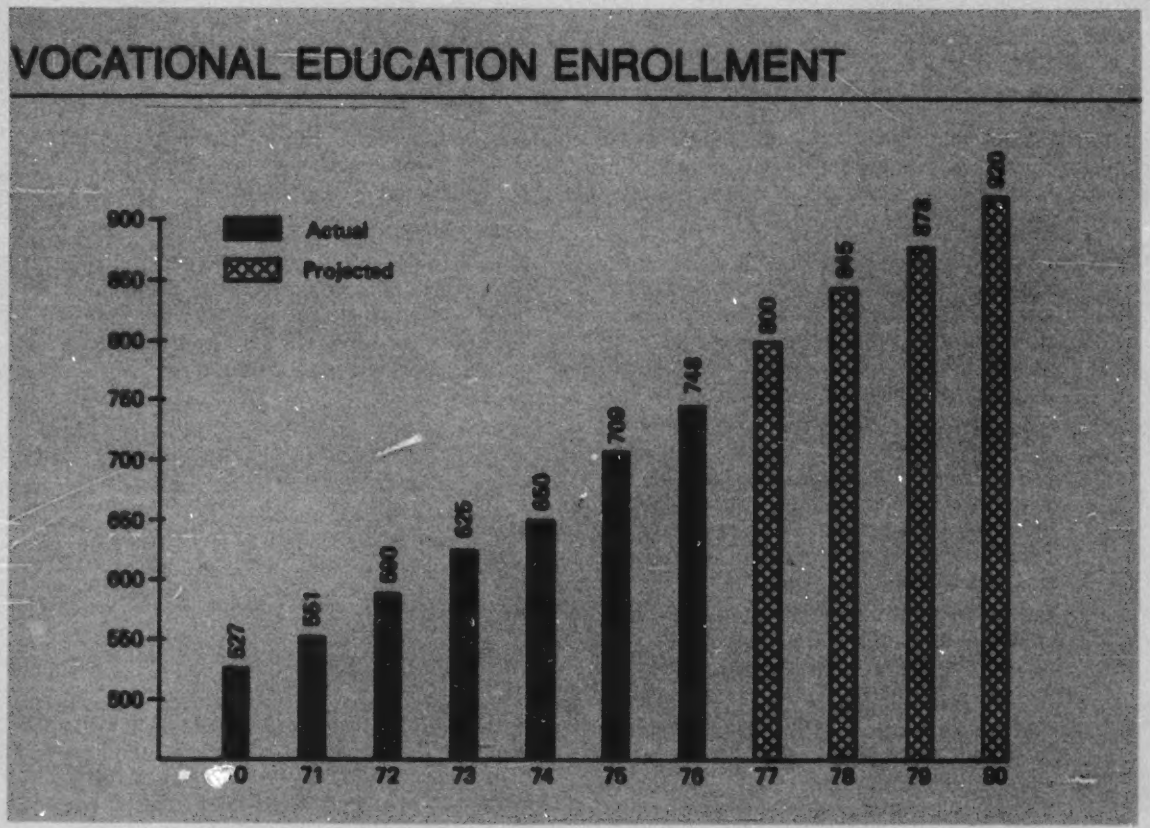
The writer should make every effort to keep the report simple, clear, and objective. Following are a few suggestions to use in writing the report.

- Do not use personal references.
- Be fairly detailed, but do not use extra words.
- Write in the third person
- Use precise terms.
- Use a minimum number of abbreviations.

Writing is not easy for many people. It is usually helpful to have a colleague critique your writing. Or, you may find it helpful to set the materials aside for a few days or weeks, and then to review them and make the necessary changes.

5. To gain additional skill in tabulating data, you may wish to refer to Module A–3, *Report the Findings of a Community Survey.*

SAMPLE 6



Findings, Conclusions, and Recommendations

Before attempting to write this section of the report, you should be certain that you thoroughly understand the data collected in the evaluation study. It is most important that you limit the writing to those areas related to the evaluation objectives, and to those areas for which sufficient data were collected to substantiate findings, conclusions, and/or recommendations.

Sample 7 is an example of a partial report of conclusions drawn from findings.

SAMPLE 7

REPORT OF FINDINGS AND CONCLUSIONS

To meet most effectively the needs of the students in Overview School District, and in compliance with the general philosophy of the school and the vocational philosophy which is proposed in this report, the following conclusions are made based on the evaluation findings.

Findings	Conclusions
1a. Less than eight percent of the graduates surveyed believed that the high school should concentrate on college preparation. Nearly one-half felt that the high school should prepare graduates to enter a vocation immediately, and about 44 percent favored preparation for post-high school training.	1. The Overview School District should recognize existent weaknesses in the education of the non-college bound student and strengthen the vocational departments to better prepare these students for further vocational training or immediate employment.
b. The assembly line and unskilled jobs are where the largest number of our former students find employment, which indicates that most of these persons do not possess a marketable skill.	
c. Eighty percent of the graduates of Overview School leave the school district within six years; over 50 percent leave within six months.	
2a. The facts indicate that about 40 percent of Overview graduates begin college; however, substantially less than one-half of these people complete their college training and receive a degree. This indicates that some of the college bound students should possibly be counseled and encouraged to enter into vocational fields not requiring a college degree.	2. A study should be made to determine the reasons for the large number of college dropouts. If the basic reason is academic underachievement, then corrective steps should be taken to upgrade existing courses. More emphasis should also be placed on encouraging the student to take vocational courses in high school which, in addition to the requirements for college entrance, will be most beneficial to him/her in his/her major field.

It must be remembered that the evaluation process is essentially one of determining whether the program objectives are the right objectives and how well the program outcomes correspond to the program objectives. This concept of evaluation should be foremost in your mind as the recommendations are developed.

Recommendations should be based on the findings and conclusions of the evaluation study. They should be directed toward the program objectives, the evaluation process, the educational process, and/or the attainment or lack of attainment of the program objectives as revealed by the program outcomes. Recommendations are statements of proposed courses of action which the evaluators believe will enhance the vocational education program.

The following recommendations might be made as a result of the findings and conclusions mentioned in Sample 7.

Recommendations

Rec. Conclusion 1.—That the administration and board of education consider appointing a committee to study the possible need for expanding the vocational program available to Overview students. Further, that this committee consist of representatives of the administration, board of education, vocational teachers, counseling staff, and parents. It should be charged with making specific recommendations regarding vocational program improvements needed at the earliest possible date.

Rec. Conclusion 2.—That the counseling staff be asked to make a follow-up study of all students

entering college during the last four years in an effort to ascertain the reason or reasons why so many of the students leave college before graduating.

It is important to remember that all recommendations made should be data-based, in other words, justified on the basis of the findings and conclusions drawn.

Final Report

The final report has several functions: (1) it serves as a means to disseminate the findings, conclusions, and recommendations of the evaluation effort; (2) it describes the evaluation process used and the activities conducted in the evaluation effort; and (3) it provides an opportunity for interested individuals to study the findings in relation to vocational education program objectives.

As an author of the report, remember that it is your responsibility to present the material in a factual and brief manner so that readers can reach their own conclusions. The report can be considered to be well prepared if another educator can adequately perform the same kind of an evaluation effort as a result of reading the report.

Organization of Final Report

The outline for the final report is determined by the objectives of the study, the findings collected, and the unique reporting requirements of the agency or individuals who will receive the report. An example of a final report outline for a local program evaluation effort is shown in Sample 8.

SAMPLE 8

FINAL REPORT OUTLINE

I. **Abstract**

Occupies one or two pages; identifies the school; and concisely and simply summarizes the objectives, findings, conclusions, etc.

II. **Introductory Section**

A. Introduction

Vocational Program: This section should give a description of the school's vocational program. It may include statements on the school's vocational education philosophy and objectives.

B. Objectives of Local School Evaluation

This section should include a clear, concise listing of the objectives established within the framework of the evaluation. These objectives give direction to the school's evaluation effort.

C. Description of Activities

In this section, a detailed description should be given of each activity included in the evaluation. A time schedule and other materials may also be included.

D. Staff Involvement

This section should present information focusing upon the extent and type of staff involvement. It reports the outcomes, attitudes, type of committees, functions, philosophy changes, successes, failures, etc.

E. Citizen Involvement

Facts about citizen involvement in evaluation are presented in this section. It reports types, size and representation of committees, functions, attitudes, outcomes, successes, failures, etc.

F. Consultant Involvement in Project

This section presents information focusing upon the role consultants played in the evaluation if any.

G. Public Relations

This section deals with the type, method, and scope of public relations used in connection with the evaluation.

III. Findings Section

A. Committee's Activities

This section reports the number, type, and scope of activities of each committee.

B. Committee's Recommendations

The recommendations of each committee are presented in this section. Each recommendation should be accompanied by supportive data and other information.

C. Follow-Up Studies

If follow-up studies of graduates and dropouts, and employer surveys were made, the results and generalizations are reported in this section.

D. Curricular Studies

If studies of present or potential curricula were made, the results are reported in this section.

E. Other Types of Studies

If occupational surveys, attitude studies, or other types of studies were made, the results are reported in this section.

F. Changes Resulting from or Related to Local Program Evaluation

Any changes, innovations, adoptions, or plans already made are reported in this section.

IV. Conclusions and Recommendations

A. Conclusions

The conclusions should be organized according to objectives that were drawn up for the evaluation.

B. Recommendations

All recommendations and future plans for evaluation should be reported in this section.

V. Appendix

A. Questionnaires

B. Checklists

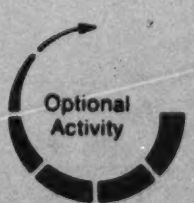
C. Committee membership lists

D. Public relations materials

Distribution of Final Report

Results of the evaluation effort should first be reported to the school administration and the governing board. The school administration and the governing board should determine the individuals and other groups to which the final report should be released.

The staff committee may want to suggest a list of individuals, agencies, and/or groups to whom the report should be released. In general, the distribution should include groups who worked on the evaluation effort, the school staff, advisory committee members, student committee members, the press, labor groups, business and industrial groups, professional and civic organizations, and the general public.



You may wish to arrange through your resource person to review a final evaluation report for a vocational program. As you review the report, note such things as the format and positioning of tables and graphs, writing style, and organization and type of information.

The following Case Situation is in two parts. Part I gives you brief background information on your case situation, and part II is partial data from an evaluation of a hypothetical vocational program. Read parts I and II, and then use the information given to complete the following tasks.

1. Analyze the data.
2. Draw conclusions from the data.
3. Develop recommendations based on the data.
4. Prepare a partial written report of the evaluation data, including—
   - an abstract
   - an introduction
   - findings
   - conclusions
   - recommendations

Your report should be brief and need include only one or two sample graphic presentaions to support or illustrate your findings. Your report, although brief and incomplete, should provide ample evidence that you have the skill to interpret data and use that data to prepare a final report of your findings, conclusions, and recommendations.

CASE SITUATION

I. Background Information:

You are a vocational teacher in a graphic arts program at Boyton Vocational School. Twenty-four students were enrolled in this program. The objectives established for the program are as follows:

- to place ninety percent of the students in a graphic arts job
- to provide a program which will enable former students to be personally satisfied on the job
- to provide a program which will enable former students to advance on the job
- to provide a program which will enable students to obtain immediate employment following their graduation

You have just been involved in an evaluation of your graphic arts program and are ready to use the data to prepare a final report. The data available to you follow.

II: Occupational Data:

RESPONSES FROM FORMER STUDENTS

Number of former students mailed questionnaires 24
Number of questionnaires returned 20

COMPLETED PROGRAM

Responses	Number
Yes	16
No	3

No Response 1

REASONS FOR NOT COMPLETING PROGRAM

Reasons	Number
Change of occupational objective	1
Work on a job	1
Financial reasons	
Dislike for the school	1
Transfer to another school district	
Poor health	
Other	

No Response 0

RATING OF SCHOOL SERVICES

Service	Very Good	Average	Poor
Vocational instruction	17	2	1
All other instruction	13	4	3
Vocational shop or lab	14	4	2
Guidance and counseling	0	4	16
Job placement	1	9	10

No Response 0

TIME SPENT LOOKING FOR FIRST JOB

Time Spent	Number
Had job before leaving school	5
Looked for two weeks or less	4
Looked for three to four weeks	10
Looked for one to two months	1
Looked for more than two months	

No Response 0

IS PRESENT JOB FIRST JOB

Response	Number
Yes	13
No	7

No Response 0

ASSISTANCE IN GETTING FIRST JOB

Source	Number
Vocational teacher	5
School job placement service	
Other school personnel	
State employment agency	2
Private employment agency	2
Relatives and friends	5
Other	5

No Response 1

PRESENT JOB

Jobs	Number
Compositor	5
Printing press operator	3
Photoengraver	5
Electrotyper	2
Assistant printing press operator	3
Bookbinder	1
Plumber's helper	1

No Response 0

HOURS PER WEEK EMPLOYED

Hours	Number
Less than 20 hours	
20–24 hours	
25–29 hours	
30–34 hours	2
35–40 hours	13
More than 40 hours	5

No Response 0

RELATIONSHIP BETWEEN PRESENT JOB AND TRAINING PROGRAM

Relationship	Number
Job same for which trained	15
Job highly related to the training	4
Job only slightly related to the training	
Job not related to the training	1

No Response 0

PRESENT RESIDENCE IN RELATION TO WHERE TRAINED

Distance	Number
Same	
Less than 100 miles within the state	1
More than 100 miles within the state	8
Out of the state	10

No Response 1

WAGES OF PRESENT JOB, EXCLUDING OVERTIME

Wages	Number
$1.59 or less per hour	
$1.60–$2.00 per hour	
$2.01–$2.50 per hour	1
$2.51–$3.50 per hour	1
$3.51–$4.50 per hour	3
$4.51–$5.50 per hour	5
$5.51–more per hour	10

No Response 0

FEELINGS ABOUT PRESENT JOB

Feelings	Number
Like it very much	14
Like it somewhat	4
Neither like nor dislike it	2
Dislike it somewhat	
Dislike it very much	

No Response 0

USE OF TRAINING ON PRESENT JOB

Frequency	Number
Frequently (use most of time)	16
Occasionally (use only some time)	4
Seldom (use only rarely)	
Never (never use it)	

No Response 0

TYPE OF INSTITUTION IN WHICH PRESENTLY ENROLLED

Institution	Number
Vocational high school	
Public high school	
Two-year junior or community college	
Public post-secondary technical institute	
Four-year college or university	
Private vocational or business school	
Not in school	20
Other	

No Response 0

[redacted]

Number of employers mailed questionnaires 30

Number of questionnaires returned 18

QUALITY OF WORK

Quality	Number
Above average	13
About average	4
Below average	1

No Response 0

QUANTITY OF WORK

Quantity	Number
Above average	15
About average	2
Below average	1

No Response 0

JOB-RELATED KNOWLEDGE

Degree of Knowledge	Number
Above average	14
About average	3
Below average	1

No Response 0

ABILITY TO OPERATE EQUIPMENT

Rating	Number
Above average	14
About average	3
Below average	1

No Response 0

READING, VERBAL, AND COMPUTATIONAL SKILLS

Rating	Number
Above average	12
About average	5
Below average	1

No Response 0

WILLINGNESS TO ACCEPT RESPONSIBILITY

Rating	Number
Above average	17
About average	
Below average	1

No Response 0

PUNCTUALITY

Rating	Number
Above average	15
About average	2
Below average	1

No Response 0

ABILITY TO WORK WITHOUT SUPERVISION

Rating	Number
Above average	13
About average	4
Below average	1

No Response 0

WILLINGNESS TO LEARN AND IMPROVE

Rating	Number
Above average	12
About average	4
Below average	2

No Response 0

COOPERATION WITH CO-WORKERS

Rating	Number
Above average	17
About average	
Below average	1

No Response 0

COOPERATION WITH MANAGEMENT

Rating	Number
Above average	15
About average	2
Below average	1

No Response 0

COMPLIANCE WITH COMPANY POLICIES, RULES, AND PRACTICES

Rating	Number
Above average	15
About average	2
Below average	1

No Response 0

WORK ATTENDANCE

Rating	Number
Above average	15
About average	2
Below average	1

No Response 0

JOB PERFORMANCE

Rating	Number
In top one-fourth	17
In top one-half, but not among top one-fourth	
In bottom one-half, but not among lowest one-fourth	
In lowest one-fourth	1

No Response 0

MANPOWER DEMAND FOR DAYTON VOCATIONAL SCHOOL DISTRICT		
	Estimated Employment	Average 5-year Change
Composition, Makeup, and Typesetting	45	4
Printing Press Occupations	82	
Lithography, Photography, and Platemaking	10	1
Photoengraving	2	
Silk Screen Making and Printing	65	12
Bookbinding	7	

STUDENT DEMOGRAPHICS INFORMATION

SOCIAL HABITS (Grade 12)

	Number			
	Excellent	Good	Fair	Poor
Courteous and considerate	12	6	4	2
Cooperates with others	14	8		2
Clean and neat personal surroundings	10	8	4	2
Respects rights and opinions of others	11	7	4	2
Respects school regulations	14	7	2	1

WORK HABITS (Grade 12)

	Number			
	Excellent	Good	Fair	Poor
Starts and completes work on time	18	4	1	1
Listens to and follows directions	15	5	2	2
Uses time wisely	16	6		2
Strives for accuracy	11	7	3	2
Accepts responsibility	12	6	4	2
Works independently	10	8	4	2
Works neatly at all times	13	8	2	1

INTELLIGENCE TEST SCORES AND GRADE POINT AVERAGES*

Student	Score	GPA	Student	Score	GPA
1	110	2.1	13	85	2.0
2	109	2.4	14	97	2.0
3	95	2.3	15	109	2.7
4	125	4.0	16	125	3.6
5	107	2.2	17	114	2.9
6	111	3.2	18	112	3.3
7	134	3.6	19	117	3.8
8	87	2.3	20	120	3.4
9	105	3.1	21	140	2.0
10	112	2.5	22	120	3.6
11	115	3.2	23	98	2.0
12	102	2.8	24	110	3.0

*Grade Point Average (GPA) computed for all high school subjects out of a possible high of 4.0.

After you have developed your evaluation report, arrange to have your resource person review and evaluate your report. Give him/her the Final Report Checklist, p. 49, to use in evaluating your work.

FINAL REPORT CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
1. Report stated the objectives of the educational program	☐	☐	☐	☐
2. Report limited itself to the evaluation objectives	☐	☐	☐	☐
3. Report described the activities conducted in the evaluation effort	☐	☐	☐	☐
4. Data were clearly presented by: a. tables	☐	☐	☐	☐
b. figures	☐	☐	☐	☐
c. other graphic means	☐	☐	☐	☐
5. Method of data analysis was clearly stated	☐	☐	☐	☐
6. Findings were based on sufficient data	☐	☐	☐	☐
7. Conclusions were based on findings	☐	☐	☐	☐
8. Recommendations were based on findings and conclusions	☐	☐	☐	☐
9. Material was presented in a factual manner	☐	☐	☐	☐
10. Writing style was direct and brief	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, or FULL responses. If any item receives a NO, or PARTIAL response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

Learning Experience IV

FINAL EXPERIENCE

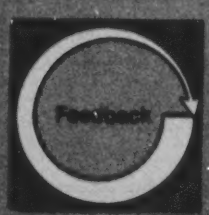
While working in an actual school situation,* evaluate your vocational program.

As part of your teaching duties, plan and conduct an evaluation of your vocational program. This will include—

- developing a tentative plan outlining the steps you plan to take in evaluating your vocational program area
- submitting this plan to your resource person for his/her review before taking any further steps
- obtaining permission from the appropriate school administrators to plan and conduct an evaluation of your vocational program area
- involving school staff, administrators, advisory committees, the public, and students in the evaluation effort
- following a planned schedule of evaluation activities
- analyzing and interpreting data collected from the evaluation effort
- preparing a final evaluation report

NOTE: Due to the nature of this experience, you will need to have access to an actual school situation for a period of approximately one year.

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.



Arrange in advance to have your resource person review your documentation and final report, and observe at least one instance in which you are working with an advisory committee or staff steering committee.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 53–54.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in evaluating a vocational program.

*For a definition of "actual school situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Evaluate Your Vocational Program (A-11)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
In initiating the vocational education evaluation effort, the teacher:						
1. secured approval and support of the appropriate school/college officials	☐	☐	☐	☐	☐	☐
2. through the administration, secured approval of the governing body for the program evaluation effort	☐	☐	☐	☐	☐	☐
3. provided orientation to the program evaluation for:						
a. administrators	☐	☐	☐	☐	☐	☐
b. teachers	☐	☐	☐	☐	☐	☐
c. advisory committee members	☐	☐	☐	☐	☐	☐
d. students	☐	☐	☐	☐	☐	☐
e. general public	☐	☐	☐	☐	☐	☐
In developing plans for evaluating the vocational education program, the teacher:						
4. involved the following persons:						
a. staff	☐	☐	☐	☐	☐	☐
b. administrators	☐	☐	☐	☐	☐	☐
c. other teachers	☐	☐	☐	☐	☐	☐
d. parents	☐	☐	☐	☐	☐	☐
5. described the situation in the area served by the school	☐	☐	☐	☐	☐	☐
6. developed a philosophy and objectives for the evaluation effort	☐	☐	☐	☐	☐	☐
7. determined and specified the responsibilities of the:						
a. staff steering committee	☐	☐	☐	☐	☐	☐

	N/A	None	Poor	Fair	Good	Excellent
b. advisory committee	☐	☐	☐	☐	☐	☐
c. student committee	☐	☐	☐	☐	☐	☐
8. identified the specific evaluation activities to be completed	☐	☐	☐	☐	☐	☐
9. identified boundaries or limitations of the effort	☐	☐	☐	☐	☐	☐
10. developed a budget for the evaluation effort	☐	☐	☐	☐	☐	☐
11. identified the reporting procedures	☐	☐	☐	☐	☐	☐
12. determined the method of dissemination	☐	☐	☐	☐	☐	☐
13. developed strategies for implementing the recommendations evolving from the evaluation effort	☐	☐	☐	☐	☐	☐
14. identified procedures for incorporating evaluation as part of the ongoing program of vocational education	☐	☐	☐	☐	☐	☐
15. secured approval of the program evaluation plan from the school/college administration	☐	☐	☐	☐	☐	☐
In conducting the vocational education evaluation effort, the teacher:						
16. followed the planned schedule of activities, adjusting the schedule to reflect the progress of the effort and to compensate for unavoidable delays	☐	☐	☐	☐	☐	☐
17. prepared periodical reports concerning the progress of the evaluation effort for the administration	☐	☐	☐	☐	☐	☐
18. analyzed and interpreted the findings of the evaluation effort	☐	☐	☐	☐	☐	☐
19. prepared conclusions and recommendations based on the findings of the evaluation effort	☐	☐	☐	☐	☐	☐
20. prepared and distributed the final report of the program evaluation effort	☐	☐	☐	☐	☐	☐
After recommendations were made, the teacher:						
21. discussed the recommendations with the administration	☐	☐	☐	☐	☐	☐
22. worked in appropriate ways to implement as many recommendations as possible	☐	☐	☐	☐	☐	☐

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual school situation when you are an intern, a student teacher, or an inservice teacher.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the Introduction, (2) the Objectives listed on p. 4, (3) the Overviews preceding each learning experience, and (4) the Final Experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- that you do not have the competencies indicated, and should complete the entire module
- that you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s)
- that you are already competent in this area, and ready to complete the final learning experience in order to "test out"
- that the module is inappropriate to your needs at this time

When you are ready to take the final learning experience and have access to an actual school situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange (1) to repeat the experience, or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped; (2) repeating activities; (3) reading supplementary resources or completing additional activities suggested by the resource person; (4) designing your own learning experience; or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual School Situation . . . refers to a situation in which you are actually working with, and responsible for, secondary or post-secondary vocational students in a real school. An intern, a student teacher, or an inservice teacher would be functioning in an actual school situation. If you do not have access to an actual school situation when you are taking the module, you can complete the module up to the final learning experience. You would then do the final learning experience later; i.e., when you have access to an actual school situation.

Alternate Activity or Feedback . . . refers to an item or feedback device which may **substitute** for required items which, due to special circumstances, you are unable to complete.

Occupational Specialty . . . refers to a specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback . . . refers to an item which is not required, but which is designed to **supplement** and enrich the required items in a learning experience.

Resource Person . . . refers to the person in charge of your educational program; the professor, instructor, administrator, supervisor, or cooperating/supervising/classroom teacher who is guiding you in taking this module.

Student . . . refers to the person who is enrolled and receiving instruction in a secondary or post-secondary educational institution.

Vocational Service Area . . . refers to a major vocational field: agricultural education, business and office education, distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher . . . refers to the person who is taking the module.

Levels of Performance for Final Assessment

N/A . . . The criterion was not met because it was **not applicable** to the situation.
None . . . **No attempt** was made to meet the criterion, although it was relevant.
Poor . . . The teacher is unable to perform this skill or has only **very limited ability** to perform it.
Fair . . . The teacher is unable to perform this skill in an acceptable manner, but has **some ability** to perform it.
Good . . . The teacher is able to perform this skill in an **effective** manner.
Excellent . . . The teacher is able to perform this skill in a **very effective** manner.

Titles of The Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation

- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning

- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution

- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation

- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management

- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory

Category F: Guidance

- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations

- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Student Vocational Organization

- H-1 Develop a Personal Philosophy Concerning Student Vocational Organizations
- H-2 Establish a Student Vocational Organization
- H-3 Prepare Student Vocational Organization Members for Leadership Roles
- H-4 Assist Student Vocational Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Student Vocational Organization
- H-6 Guide Participation in Student Vocational Organization Contests

Category I: Professional Role and Development

- I-1 Keep Up-to-Date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education

- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-Op Students
- J-3 Enroll Students in Your Co-Op Program
- J-4 Secure Training Stations for Your Co-Op Program
- J-5 Place Co-Op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-Op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

RELATED PUBLICATIONS

- Student Guide to Using Performance-Based Teacher Education Materials
- Resource Person Guide to Using Performance-Based Teacher Education Materials
- Guide to the Implementation of Performance-Based Teacher Education

For information regarding availability and prices of these materials contact—

AAVIM
American Association for Vocational Instructional Materials
120 Engineering Center • Athens, Georgia 30602 • (404) 542-2586